**** **Lauren Greenhill**

**1/28/13- 2/1/13**

**NELA Internship Weekly Activity Log**

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|  | **Teacher**  **Observation** | **Teacher**  **Evaluation** | **Teacher**  **Mtgs** | **Building Meetings** | **District**  **Meetings** | **Community Mtgs/Contacts** | **Extra-**  **curricular**  **Events** | **Management Tasks** | **Other** |
| **Monday** |  |  |  | **Admin Team Mtg** | **Math PD Session w/ John Parker** |  |  |  | **Workday** |
| **Tuesday** |  |  |  |  |  |  |  |  | **NELA (Literacy)** |
| **Wednesday** | **2nd & 3rd Grade WTs (all 2nd, Vincent, Moody, Archer, Outland)** |  |  |  |  |  |  | **PBIS work (student lists) most of AM and early afternoon**  **AM, Lunch, and PM Duties** |  |
| **Thursday** |  |  | **5th PLC**  **3rd PLC**  **1st PLC** |  |  |  |  | **AM, Lunch, and PM Duties**  **Discipline (Megan Whichard)**  **PBIS work** | **Mtg w/ student abt behaviors (Wayne)** |
| **Friday** |  |  |  |  |  |  |  | **AM, Lunch, and PM Duties** | **PBIS Fun Day all day** |

**Reflection on Weekly Log:**

There was a LOT going on this week, and I have much to reflect upon. Here we go:

1. Our school is dealing with a very difficult parent situation that has been going on for several months, and it has now escalated to the legal realm. It has been eye-opening for me to see how Kelvin has dealt with this situation, and I have even more respect for him (and his self-discipline) after observing this situation. This parent has tried in every way possible to bait, harass, and manipulate Kelvin, Dr. Sawyer, and school staff into complying with his often unreasonable demands, and we have bent over backwards to assist him yet it still is not enough. It has stressed to me even further the importance of keeping a cool head in ALL circumstances, even when you are being directly attacked (including potentially defamatory statements on Facebook). There have been several instances when this parent has come to school unbelievably rude and irate, and yet Kelvin is always the picture of professionalism in these interactions. Now that this situation has led to a lawsuit being filed (allegedly), Mr. Edwards has added no fuel to the fire, and we have the evidence documenting that all conversations have been above reproach.
2. We had our 2nd nine weeks PBIS “Fun Day” on Friday, and with it came a myriad of issues that I was able to learn from. Teachers had requested, after the last Fun Day, that they be given more say as to which students are not allowed to attend the celebration. Last time we had based that list on only those students who had a) had been suspended over the 9 weeks, and/or b) had at least 2 visits to ReFocus (our discipline procedure for referrals)—in other words, hard data. Teachers’ reasoning was that many of them took care of negative behaviors in their classrooms (i.e. they don’t write many referrals), and therefore should have input as to who was held back from the Fun Day as well. The PBIS committee (consisting of 3 teachers, 1 guidance counselor, our Refocus coordinator, and 2 administrators) wanted to acknowledge teachers’ input, but also wanted to make sure that we had a procedure in place so that the process was fair and equitable for all students. The committee decided on the procedure for this, and it involved bringing all names (w/ documentation of behaviors and parental contact) to the grade level, and having the grade level discuss and decide on those students. Long story short, this did not go as planned. Grade levels did not follow the procedure, the administration were not even *aware* of many of the students on the list, and several parents had not been directly contacted *at all* over the nine weeks about their students’ behavior; in addition, one teacher even kept students from attending the Fun Day because of poor homework completion—an academic rather than behavioral concern. Turns out that a) the procedure was not communicated clearly or in the proper manner, and b) the “goal congruency” of the teachers for the banned students list was not the same as administration. The idea was not to punish these students again for the same offense, but rather to talk with them about their behaviors again and keep them from attending; that was supposed to punishment enough. Many teachers disagreed, but we came to realize that it was because they believed they should be punished during that hour and a half. The lesson learned from this for me was two-fold:

* Make sure that when getting input on a decision, you are clear about a) how that input will be used, b) how it should be gathered, and c) the criteria. If these things had been made crystal-clear from the start, we would not have had the issues we did on Thursday and Friday.
* Be CONSISTENT with meeting times, as well as with checking in with committee chairs when you cannot attend a meeting. We realized on Thursday that a PBIS Team meeting had been held on an off day, and only 3 members of the committee were in attendance—the 3 teachers. That was when further decisions were made about which students would not attend, and no administrator was present or notified about this. If a consistent meeting schedule had been followed, and if we as the admin team had requested updates from the committee chair every two weeks, we wouldn’t have been plugging holes at the last minute.